

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant		
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	Place date stamp here
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Chapel Hill ISD	212909		
Vendor ID #	ESC Region #		
	7		
Mailing address	City	State	ZIP Code
13172 St. Hwy. 64 E	Tyler	TX	75707
Primary Contact			
First name	M.I.	Last name	Title
Brad	R	Langley	CTE Director
Telephone #	Email address		FAX #
903-566-2311 x 1501	langleyb@chapelhillisd.org		903-565-5165
Secondary Contact			
First name	M.I.	Last name	Title
Lisa		Krumm	Director of Curriculum
903-566-2311x 1431	Email address		FAX #
	Krumml@chapelhillisd.org		903-565-5155

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Donni		Cook	Superintendent
Telephone #	Email address		FAX #
903-566-2441	cookd@chapelhillisd.org		903-565-8935
Signature (blue ink preferred)			Date signed



10/24/17

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☒ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Chapel Hill High School (Smith County) serves over 1,000 students (68.4% ECD) and is located on the outskirts of Tyler, TX. The High School earned five out of the seven possible distinctions for the 2017 accountability year. In spite of this success, the district has had difficulty in recruiting and retaining teachers. Chapel Hill HS has developed a robust Grow Your Own Teachers program in collaboration with Tyler Junior College and the University of Texas at Tyler. This program prepares students to become future teachers by creating and entering them in a pathway that will result in a career in education. Chapel Hill ISD is one of the largest employers in our school district boundary. As such, we believe that we can work with our partner institutions of higher education and the East Texas Workforce commission to create a program and pathway that will encourage students to enter the teaching profession right here in Chapel Hill ISD.

The program we are proposing is an innovative two pronged approach which will fundamentally change how educators are recruited, prepared, developed and retained within Chapel Hill ISD. First, the Chapel Hill Grow Your Own Teachers (GYOT) program provides a pathway for high school students who are aspiring teachers to receive an Educational Aide certification, bachelor's degree, and related work experience. In addition, CTE teachers already employed by the district will have the opportunity to receive professional development based on best-practices and mentorship from collegiate professors and researchers working in the field of education, and earn a certificate in Academic Coaching. The myriad benefits to both the CTE teachers of today and aspiring teachers of tomorrow will support high school students as they prepare to be educators, as well as strengthen the educators who are preparing them.

The Chapel Hill Independent School District requests funding to develop a workforce pathway that will build on our Ready, Set, Teach! CTE teacher preparation program and fully develop a Grow Your Own Teacher pathway that builds upon CTE, Dual Credit, Tyler Junior College and the University of Texas teacher preparation programs. Students will be able to earn credits in High School that align to the teaching pathway as part of Dual Credit. Upon High School graduation students will have earned an Education Aide certificate. Chapel Hill High School students can earn an Associate's Degree from Tyler Junior College while still in High School. The lower division credit earned as part of this program will seamlessly align to the Bachelors of Science in Interdisciplinary Studies at the University of Texas at Tyler. This is the degree that all EC-6 certified teachers receive.

After graduating High School, the participants will be eligible to work in the Chapel Hill ISD as Educational Aides and Substitute Teachers. The University of Texas at Tyler has agreed to develop a cadre program that will allow these students to work in the schools during the day and complete their coursework through a hybrid online/evening program. UT Tyler has a long history of working with school districts to prepare educational aides to become teachers. We believe that providing employment immediately after high school for students who have completed a Career and Technical Education (CTE) pathway will be attractive to students. Many of these students would be the first person in their family to complete college. Teaching is a typical first generation college student degree. In addition, developing new teachers who will ultimately have the opportunity to be hired in the district provides a great profession for students who wish to remain near their family support structures. This is especially true for our Hispanic and African American students who are often pressured to stay local to assist their family.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The CHISD Grow Your Own Teacher program is designed to provide individuals enrolled in our Ready, Set, Teach! program with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and a career in teaching. The program will provide individuals with the content knowledge, pedagogical content knowledge, and clinical/ practical experiences to be certified and fully employed upon graduation of both high school and college. The program will provide an Educational Aide Certificate upon graduation from High School in coordination with TJC as part of the AA degree, and ultimately with a Standard Texas Teacher Certificate upon graduation from the University of Texas at Tyler.

Teaching is a high-demand occupation. In our local context, Chapel Hill ISD has experienced a teacher shortage each year and in some cases we have had to hire long-term substitute teachers or individuals who are using a probationary certificate while completing an alternative teacher preparation program. The Teaching Occupation is an industry sector that has substantial current impact and is a profession that leads to economic self-sufficiency and opportunities for advancement locally, regionally, and across the State. Many small communities are held together by the local school district and the community support around the local schools. In addition, the Teaching Occupation is projected to have many positions available in the future as the population continues to grow, and the aging teacher workforce retires.

The Grow your Own Teacher program clearly is a program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the local regional workforce board and other boards across the state. The program of study by its very design is rigorous as students progress through high school into post-secondary education. Participants will have to pass rigorous state examinations to receive certification.

Chapel Hill ISD has developed a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the TJC and a Bachelor's degree from UT Tyler. If participating students take advantage of the dual credit offered in high school, they can potentially be complete with their Bachelors and EC-6 certificate within two years of high school graduation. Students would then be able to test for additional certifications needed by the district such as ESL, Bilingual, Special Education, and Gifted and Talented making them more marketable and preparing them to work with young children.

In this proposal, Chapel Hill ISD itself is the primary Industry Partner. That said, individuals who complete this program will be able to work in other local area districts and charter schools that also experience teacher shortages. Our higher education partners, UT Tyler and TJC, will be paramount in assisting CHISD in developing the seamless and articulated curriculum. This articulation will be documented in an MOU with UT Tyler. UT Tyler has committed to assisting with curriculum development to support relevant and frequent clinical experiences for students participating in the program.

Because Chapel Hill ISD will always have a need for educational aides, substitute teachers, and certified teachers the district can sustain the program within the normal budget process by using funds for aides and substitutes with the expectation that these individuals will complete the bachelors program resulting in a Standard Texas Teachers Certificate. UT Tyler believes the program is not only sustainable, but also replicable across east Texas in a number of districts that experience teacher shortages.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$90000	\$0	\$90,000	\$28,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$17,500	\$2,000	\$19,500	\$1,500
Schedule #10	Other Operating Costs (6400)	6400	\$35,000	\$5,500	\$40,500	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$142,500	\$7500	\$150,000	\$30,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$150,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$7500
This is the maximum amount allowable for administrative costs, including indirect costs:	

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 212909				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Special Populations/ CTE coordinator		1	\$90000	\$28,500
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$90000	\$28,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 212909		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 212909		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$19,500	\$1,500
Grand total:		\$19,500	\$1,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 212909		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$40,500	\$
Grand total:		\$40,500	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 212909				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2777 2777	76.1%	These statistics are for the entire district. As we grow our own teachers at the elementary level, we have the opportunity to affect students & teachers at all grade levels and in all sub-populations.
Limited English proficient (LEP)	759	20.8%	Increasing the teaching capacity of our CTE teachers will amplify the affects of the program because they will be better equipped to support core curriculum concepts and work collaboratively with core teachers.
Attendance rate	NA	96.6%	
Annual dropout rate (Gr 9-12)	NA	2.2%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	85.3	35.4%	Our highest percentage of teachers has less than 5 years experience. This is due in part to the high turnover rate, our distance from a metropolitan area, and below state average pay. The ability to keep quality students local, create a pipeline to get a degree, and become a certified teacher will be key in recruiting and retaining high quality teachers.
6-10 Years Exp.	59.9	29.4%	
11-20 Years Exp.	62.4	24.9%	
20+ Years Exp.	33.3	13.8%	
No degree	2.9	1.2%	
Bachelor's Degree	200.5	83.2%	
Master's Degree	37.5	15.6%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
187	230	279	261	261	286	296	254	266	257	267	269	286	251	3,650

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
dna	dna	dna	dna	dna	dna	dna	dna	dna	dna	dna	dna	dna	dna	241

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Schedule #13—Needs Assessment

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chapel Hill ISD does annual district and campus level needs assessments. Needs data is collected from multiple sources including students, parents, teachers, staff, administrators, other stakeholders, local and state assessments, state and federal reports. The needs are then brought before committees which are made up of representatives from the stakeholder groups. The committees organize and prioritize these needs in the district and campus Needs Assessments. This happens at the district level first. The needs are evaluated against district goals and objectives, and their impact on the overall quality of education the district can provide. A District Improvement Plan (DIP) is then created to address the needs identified for the district as a whole. The DIP is distributed to the campuses who then develop their Campus Improvement Plans (CIP). While each campus has its own needs, priority weighting is given to those needs that align with district goals and objectives.

Chapel Hill ISD annually experiences the need to recruit and retain teachers. As a smaller district, it is often difficult to compete with larger school districts such as Tyler ISD, and more wealthy districts such as Whitehouse ISD for pay and benefits. That said, there is a large population of high school graduates who would like to live and work inside the boundaries of Chapel Hill ISD. As previously mentioned, Chapel Hill ISD is one of the largest employers within its school district boundaries and annually hires new teachers to replace those that have retired or have left the area. In the last several years, Chapel Hill ISD has experienced teacher turnover rates of over 25%, which is well above the state average. Further examination of the statistics show that teachers (5.6 years) and administrators (6.3 years) stay committed to the district less time than the state average (7.2 and 10.1 respectively). Additionally, the recent TEA initiative to evaluate the equity of access to high quality, experienced teachers on campuses with large at-risk and ECD populations identified a need for high capacity teachers which must be addressed by our school district. The Grow Your Own Teachers program is an innovative way to meet the district's need for qualified, well trained teachers.

Our district has five total campuses (3 elementary, 1 middle, 1 high school). While the high school is the target campus for the Grow Your Own Teachers Program through our CTE pathway, the focus of the GYOT program is to develop well prepared elementary school teachers who can improve the foundation of our district's education. At the same time, the professional development and instructional coaching training our secondary teachers will receive will result in better classroom experiences, which has the potential to impact every middle school and high school student in the district. The Grow Your Own Teachers program clearly has the ability to meet a district need by recruiting, developing, and retaining well trained, high capacity teachers.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide participating students with a Pathway to immediate employment upon graduation from high school.	Participants would complete the Ready Set Teach program and the AA degree from TJC. The students would complete the Educational Aide certificate allowing immediate employment in Chapel Hill ISD upon High School Graduation. In the event the program expanded beyond the ability of CHISD to hire the students there are a number of small rural districts and charters that would be available to partner if such an expansion were needed,
2.	Provide participating students with a pathway to a Bachelors Degree and professional wages that would allow for economic sustainability.	Students after completing the Educational Aide program and Associates Degree would enroll in the UT Tyler BSIS program that leads to a Standard Texas Teaching Certificate. Upon completion, they would be hired by Chapel Hill ISD or surrounding districts and charter schools to alleviate the current teacher shortage in the area. By completing this program, participating students will be able to reduce the cost of college and have minimal if any student debt upon graduation.
3.	Provide participating teachers within CHISD with high quality professional development that improves educational and workforce outcomes of students.	Teachers would have the opportunity for intensive professional development leading to CEP Credits and the opportunity to earn a certificate in Instructional Coaching.
4.	Create college and career opportunities for students through partnerships with higher education, community, and businesses.	Students have a structured pipeline that supports them all the way from their freshman year in high school into a high need, high wage profession at an accelerated pace. Just as important, this program can serve as a template for more accelerated pathways to high need careers through partnerships with UT Tyler and TJC. It also has the potential to be replicated with other LEA's.
5.		

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Chapel Hill ISD CTE Director: experience as a CTE administrator; develop and build relationships with partners; oversee the professional development workshops
2.	Spec. Pops./ CTE Coordinator	Background in instructional coaching; developing college and career readiness advising systems; strong organizational skills
3.	TJC Advisor	In-kind match
4.	UT Tyler Advisor	In-kind match
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Complete MOU with TJC, UT Tyler, and East Texas Workforce Solutions	1. Write up MOU proposals	11/15/2017	01/15/2018
		2. Negotiate terms of MOU's	01/15/18	02/01/2018
		3. Finalize and sign MOU's	02/01/2018	02/15/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Finalize crosswalk for Educational Aide and AA degree	1. Develop crosswalk proposal	11/15/2017	11/15/2017
		2. Develop additional courses if necessary	11/15/2017	05/18/2018
		3. Ensure courses are available for 18-19 school year	01/15/2018	05/18/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Finalize Crosswalk for BSIS and Standard Teacher Certificate	1. Develop crosswalk proposal	11/15/2017	11/15/2017
		2. Develop additional courses if necessary	11/15/2017	05/18/2018
		3. Ensure courses are available for 18-19 school year	01/15/2018	05/18/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Evaluate the effectiveness of the Educational Aides as they progress through program	1. GYOT graduates receive Ed. Aide Certification	06/01/18	08/01/2018
		2. GYOT grads work as aides 18-20 school years	08/15/2018	05/15/2020
		3. GYOT grads evaluated at the end of each school yr. w/ established metrics	05/15/2019	05/15/20
		4. GYOT grads receive bachelor's and begin teaching	08/15/2020	05/15/2021
		5. GYOT grads evaluated through T-TESS & other established metrics	10/15/2020	05/15/2021
5.	Reduce the teacher shortage at CHISD and other area districts	1. GYOT grads begin teaching in CHISD	08/15/2020	05/15/2021
		2. GYOT prog. has been through 4-yr cycle of students	08/15/2021	05/15/2222
		3. GYOT teachers complete 3 rd year of teaching	08/15/2022	05/15/2023
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chapel Hill ISD will contract with UT Tyler Psychology Department Psychometrician Dr. Eric Stocks to develop a robust evaluation plan that will track participants from entry into the program to entry into the workforce. The plan will include qualitative and quantitative measures. Quantitative measures will include tracking student demographics, progress towards completing certificates and higher education courses. Elementary STAAR scores will be tracked based on Aides assignments. This will allow the district to evaluate value added of each Aide working with specific students using our local student data software. Qualitative data will include using teacher observation forms to provide feedback to aides desiring clinical and practicum hours. This will include using the T-TESS observation system to help participants better understand developing and implementing high quality lessons with students. Data will be collected each semester of the program and reviewed by all partner representatives to evaluate the effectiveness of the program and provide opportunities for modifications to assure that goals are met. Dr. Stocks will analyze and provide recommendations to the project staff based upon the analyses.

Once the evaluations described have been completed, adjustments to goals and objectives will be decided upon primarily by the committee of project developers and stakeholders. Modifications to the program will be made based on data from the evaluations, and input from administrators who oversee the aides, and observe the teachers (T-TESS evaluator), as well as the partner/stakeholders. Adjustments will be documented and recorded in written form, and communicated to stakeholders through emails, written reports as well as formal meetings as necessary.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chapel Hill High School has a mature teacher preparation program (Ready, Set, Teach!) with approximately 60 students. The students in that program learn some of the foundational elements of teaching and get practicum experience working with elementary school teachers and students. The Grow Your Own Teachers initiative will only help to strengthen that program as participation becomes incentivized. Students will not only get the same great experiences the program was previously offering, but there will be the added workshop opportunities where students will gain familiarity with the UT Tyler faculty, staff, and campus.

The creation of the MOU's and crosswalk will help ensure continued commitment to the GYOT program from the institutions of higher learning. Both Tyler Junior College and University of Texas at Tyler are not only supporting the program with this agreement, but are also benefiting from it. The partnership is seen as a win for all parties, and the equal opportunity for input and to suggest changes should promote cohesive responses to the challenges that will arise.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 212909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Demographics of participants	1.	Gender
		2.	Ethnicity
		3.	ECD (ETC)
2.	Progress of Participants	1.	HS Pahway Plan
		2.	AA Degree Plan
		3.	BSIS DegreePlan
3.	Completion of AA and Educational Aide Certificate	1.	Certification Test Results
		2.	Number of Attempts
		3.	AA Degree Complete
4.	Completion of BSIS and Standard Teacher Certificate	1.	Certification Test Results
		2.	Number of Attempts
		3.	BSIS Complete
5.	Teacher PD Results	1.	CEP Credits Earned
		2.	Instructional Coaching Certificates
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Data Collection:

High School enrollment in the program will include demographics and track students as the enter and if they exit prior to completion. Where possible data will be collected via Qualtrics survey, focus groups, individual observation, and satisfaction surveys with program activities.

The evaluator will also track student progress towards degree and certificate completion. The state limits the number of attempts for certification so it is important to track how many pass on subsequent attempts. If participants are not passing on the first or second attempt this will trigger an audit of the program to determine if there need to be changes to the program.

As students progress the evaluator will also look for "gate keeper" courses in the program so that if needed students can receive additional supports (tutoring/coaching).

Students in the program will also receive at least two observations per semester in clinical settings to assure that they can implement what is learned in coursework, The T-TESS forms will be provided to the evaluator to look for any trends in the data that would merit rethinking parts of the program or reinforcing strategies that are working.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 212909

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

In meeting with our local workforce development board, Workforce Solutions of East Texas, a variety of opportunities to partner and create career ready pathways were discussed. We were directed to resources that the Texas Workforce Commission creates and shares online. We used the data from these resources to narrow our focus on two main criteria that would fit the purpose of the grant and the needs of our district. First we looked at career fields that were high-demand, high-wage in our region. The second criterion was that it needed to tie into a program of study that was already established in our CTE program.

The Texas Workforce Commission (LMCI Tracer) lists elementary school teachers as the career field that is adding the second most jobs in the East Texas region. The numbers are similar for the surrounding TWC regions as well. Based on workforce data gathered, there are almost 6500 job openings annually for elementary school teachers in the state of Texas. Additionally, through the year 2024, Texas is expected to need over 4,600 additional qualified teachers.

Workforce Solutions of East Texas

Stephen Lynch

4100 Troup Hwy.

Tyler, TX 75703

Ph: 903-561-8131 x 5311

Fax: 903-561-4204

Cheryl Newton, Project Director

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 212909

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Potential Degree Plan with Maximum Financial Assistance:

CH-TJC-UTT: Hybrid- Student gets: use TJC promise for financial aid Fr./ So. Year; could end up with an Assoc. & BS degree

Patriot Pathway	Hybrid
Jr. (HS)- Spring WS 1	Jr. (HS)- Spring WS 1
Sr. (HS)- Spring WS 2; Certified Ed. Aid	Sr. (HS)- Spring WS 2; Certified Ed. Aide
Fr. (UT)- Employment as Ed. Aide/ substitute	Fr. (TJC)- Ed. Aide/ substitute
So. (UT)- Employment as Ed. Aide/ substitute	So. (TJC)- Ed. Aide/ substitute
Jr. (UT)- Employment as Ed. Aide/ substitute	Jr. (UT)- Employment as Ed. Aide/ substitute
Sr. (UT)- Employment as Ed. Aide/ substitute	Sr. (UT)- Employment as Ed. Aide/ substitute

Educational Aide Requirements:

- High School Graduate
- Employed by a school district
- Previous Superintendent approved experience working with kids

Chapel Hill Ready, Set, Teach! Program #'s

	Fresh.	Soph.	Jr.	Sr.	Total
Principles of Ed.	15	5	1		21
Human Grow & Dev.		9	2	1	12
Practicum I			9	3	12
Practicum II				17	17

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 212909

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Communication: Grammar and Composition I	ENGL 1301	3		
Human Expression: Grammar and Composition II	ENGL 1302	3		
Mathematics: Concepts of Modern Mathematics I	MATH 1350	3		
STEM: Concepts of Modern Mathematics II	MATH 1351	3		
Natural Sciences:		6		
Language, Philosophy, and Culture: World or European Literature	ENGL	3		
Communication: Fundamentals of Speech Communication	SPCM 1315	3		
Creative Arts		3		
History: United States History I	HIST 1301	3		
History: United States History II	HIST 1302	3		
Political Science: Introductory American Government	POLS 2305	3		
Political Science: Introductory Texas Politics	POLS 2306	3		
Social and Behavioral Science: World Regional Geography	GEOG 1313	3		
Texas Schools and Students	EDUC 3315	3		
Introduction to Special Populations	EDUC 2301	3		
Children's Literature in the Classroom	READ 3323	3		
Language Acquisition, Culture, and Society in Literacy	READ 4323	3		
Educational Psychology: Child Development and Learning	EPSY 3330	3		
English Language Learners	EDUC 4334	3		
Physical Geography and Astronomy	GEOL 3310	3		
Oceanography and Meteorology	GEOL 3314	3		
College Algebra	MATH 1314	3		
Mathematical Problem Solving in EC-6	EDUC 4301	3		
Integrating Technology in the Classroom	EDUC 4321	3		
Elective EDUC 1301 or EDUC 3313 Integrating Arts and Movement		3		
Teaching Skills in EC-6 (FB)	EDUC 4322	3		
Managing Classrooms and Behavior in School Settings	EDUC 3363	3		
Assessment for Instruction	EDUC 4365	3		
Instructing Diverse Learners	EDUC 4369	3		
Literacy Development in the Early Years	READ 3320	3		
Literacy Assessment & Instruction I	READ 4320	3		
Instructional Programming for Students with Mild/Moderate Disabilities	EDSP 3354	3		
Teaching Social Studies in the Elementary Classroom	ELED 4312	3		
Teaching Mathematics in the Elementary Classroom	ELED 4313	3		
Teaching Science in the Elementary Classroom	ELED 4314	3		
Literacy Assessment and Instruction II	READ 4326	3		
Teaching Writing in Language Arts	READ 3326	3		
Clinical Teaching	EDUC 4640	6		
TOTAL (Includes AA and BSIS Courses)		120		

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212909

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Chapel Hill ISD

Tyler Junior College's Teacher Education program prepares students for a meaningful career in the field of education and provides you with the first two years of a four-year degree leading to teacher certification at the EC–6 and 4–8 grade levels, as well as EC–12 Special Education. The Associate of Arts in Teaching (AAT) is a specialized academic associate degree program designed to transfer in its entirety to a baccalaureate program that leads to initial Texas teacher certification.

University of Texas at Tyler School of Education is dedicated to addressing the pressing issues and problems in today's education system such as closing the achievement gap, increasing literacy levels, meeting the unique needs of diverse abilities and language learners, teaching and learning in a 21st century global and technology-rich society, and working to increase the number of teachers in high need areas such as math and science. We have high-quality undergraduate and graduate programs designed to enhance the teaching and learning that occurs in diverse learning environments.

The School of Education is dedicated to providing relevant and rigorous educator preparation. The School of Education educator preparation programs have a rating of Accredited, the highest rating, from the Texas Education Agency (TEA) and State Board of Educator Certification (SBEC). The University of Texas at Tyler is accredited by the Southern Association of College and Schools (SACS).

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Chapel Hill ISD will partner closely with the University of Texas at Tyler to assist with curriculum development to support relevance in the education profession. UT Tyler already has robust teacher preparation programs and has implemented a similar program for career changers at the UT Tyler Innovation Academy Charter Schools. UT Tyler has developed a Teacher Residency Model for training teachers on the job while providing academic coursework in hybrid and online formats allowing students to work in their chosen profession while pursuing a Standard Texas Teacher Certificate. UT Tyler will make available its procedures and guidelines to assist CHISD in the development and implementation of its program. UT Tyler also has a history of working with school districts to retool Educational Aides to become classroom teachers.

CHISD's teacher preparation program has sustained a steady number of students for the last six years. Their high school program of study includes courses from the Public Service endorsement

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 212909

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The school district is heavily invested in this project and has earmarked the matching funds necessary when the grant is awarded. After the grant expires

Chapel Hill will be able to sustain the program because it meets a specific need for the district. Our district has three elementary schools and a yearly turnover rate to 35%. We are regularly in need of substitutes and often have to hire aides throughout the year and positions go unfilled for prolonged periods until a qualified applicant is attained.

The commitments from the post-secondary institutions fit well into their scope of established programs of study. The professional development and counseling workshops meet a long-term goal of establishing and developing community partnerships and growing their Colleges of Education. The dual credit classes that are being offered are already a primary part of their online and distance learning programs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 212909

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Educational Aid

You must first be employed by a school district before being eligible to apply for an Educational Aide certificate. Contact your employing school district for application instructions.

Educational Aide I requirements

- Applicant must be a high school graduate or hold a General Educational Development (GED) certificate
- Applicant must have experience working with students or parents as approved by the employing superintendent
- Experience may be work in church related schools, day camps, youth groups, private schools, licensed day-care centers, or similar experience.

Standard Texas Teacher Certificate

There are five requirements to become a certified teacher.

1. Obtain a Bachelor's Degree: Applicant must earn a bachelor's degree from an accredited college or university.
2. Complete an Educator Preparation Program: Applicant must complete an approved Educator Preparation Program
3. Pass Certification Exams: Applicant must pass the appropriate teacher certification exams.
4. Submit a State Application: Applicant must apply to be certified after all requirements are met.
5. Complete Fingerprinting: Applicant must be fingerprinted as part of a national criminal background check.

Instructional Coaching Certificate

12 hrs. of specialization course work in Instructional Coaching. The certificate consists of 4 courses designed to prepare practicing teachers how to become instructional coaches and work with preservice and beginning teachers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 212909

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Chapel Hill High School has a mature teacher preparation program (Ready, Set, Teach!) with approximately 60 students. The students in that program learn some of the foundational elements of teaching and get practicum experience working with elementary school teachers and students. The Grow Your Own Teachers initiative will only help to strengthen that program as participation becomes incentivized. Students will not only get the same great experiences the program was previously offering, but there will be the added workshop opportunities where students will gain familiarity with the UT Tyler faculty, staff, and campus.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 212909			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 212909

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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